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INTRODUCTION

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FINAL REPORT
THE COMMITTEE ON NATIVE EDUCATION
TO
THE DEAN OF THE FACULTY OF EDUCATION
THE UNIVERSITY OF WESTERN ONTARIO

Investigate, comprehensively and critically, the educational needs of Native Canadian communities regarding Teacher Education in Ontario and that the committee should report in writing to the Dean ... recommending in detail the nature of an appropriate ... program to be offered by the Faculty of Education at The University of Western Ontario to meet the current and future needs ... of the Native Canadian communities of Ontario.

PREPARED BY DEREK J. ALLISON

in consultation with the committee:

- Don Simpson (chairman)
- Dianne Longboat
- Barbara Antone
- James Crawford.

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September 22, 1980.

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representative of, or with informed knowledge about, Indian peoples and communities. Appendix A summarizes contacts made and discussions conducted. The report and recommendations which follow have emerged from these activities and a number of extended and intense discussions within the committee. The report is presented under three headings:

1. Background to the Report
2. CONE's Perception of the Current Situation
3. Recommendations.

BACKGROUND TO THE REPORT

This section attempts to summarize provisions for Indian and native education in Canada and Ontario as well as the approach taken to preparing teachers and developing support services and materials.

Indian and Native Education in Canada and Ontario

Although there is no universal commitment made in the various Treaties concluded between the indigenous nations of Canada and the Crown, it has become generally accepted that the Federal Government has a duty to provide education to all Status Indians. The full extent of this responsibility is not agreed by all parties and in recent years financial retrenchment and other forces have combined to constrain the extent of Federal commitment. Nonetheless it would seem reasonable for Status Indians to continue to expect complete Federal support for at least those years during which the respective provincial governments require compulsory school attendance.

However not all of the individuals identified by the term "Native Peoples" are Status Indians. This latter term is reserved by

legislation and usage to identify persons registered with the Department of Indian Affairs as belonging to a particular Band and thus eligible for treaty benefits.

In addition to the "Status" or "Registered" Indians, there are an unknown number of individuals who cannot claim Treaty status, but are, nevertheless, descendants of the indigenous peoples of this continent. In addition the people of the Metis form another homogeneous group subsumed by the term "Native Peoples", as do the Inuit.

In contrast to the Status peoples, there are no accurate statistics of the number of non-status Indian and Metis persons or students in Canada and Ontario, although estimates by the Ontario Metis and Non-Status Indian Association place the Ontario population at about 185,000.¹ Nevertheless the general failure of such peoples to be represented on demographic balance sheets does not negate the educational needs and challenges presented. In many cases non-status and Metis children, (especially those living close to reserve lands), share a cultural and social milieu almost identical to their Status neighbours.

Throughout this report the term Indian refers to Status Indians, while "Native" is used more globally to encompass Status, non-status and the Metis. Furthermore, although the bulk of our report concentrates on Indian schools and Indian teachers, this is to a large degree a matter of convenience as specific provisions are made for the education of Indian students while the education of non-status and Metis children remains a private household or provincial matter.

Nevertheless, any attempt to help improve the quality of Indian education, be this through the establishment of specialized teacher preparation programs or other means, can be expected to have direct spill-over benefits to other native peoples.

Under Sections 114-122 of the Indian Act the Minister of Indian Affairs and Northern Development is authorized to establish, operate and maintain schools for Indian children and is accorded similar regulatory authority over such schools as is normally granted to Ministers of Education for the regulation of provincial schools.² Hence the Indian Act provides the basis for a potentially independent school system for Indian students.

1979-80 Statistics show that 51 per cent (7,055) of the Indian elementary and secondary students in Ontario were enrolled in schools established and administered under the provisions of this Federal statute.³ The balance of Indian students were enrolled in provincial schools (45 per cent or 6,335), private schools (341) and wholly band-administered schools (224). In the latter cases the Federal government has entered into agreements with the necessary provincial, private and band authorities for the provision of this education. Under these agreements school boards, private schools, or band councils assume administrative responsibilities for engaging teachers and offering an appropriate programme while the Federal Government pays appropriate costs.

At present many of the schools located on reserves are administered jointly by the Department of Indian Affairs and local band councils and/or school committees; a fact which is not evident

in the statistical returns. The movement to local control by Indian Bands (which is well advanced in the western provinces) virtually ensures that an increasing proportion of Indian students will be educated in wholly Band-administered schools as the decade progresses. This will not only lead to a decreasing proportion of Indian students being educated under direct Federal administration but also to fewer Indian students in provincial schools.

The present vertical distribution (K-13) of Indian students in Ontario illustrates that present Department of Indian Affairs schools cater primarily for the elementary grades with only 127 students (1.8 per cent) being enrolled at a post-elementary level (102 in grade 9; 25 in grade 10). Furthermore of the 6,335 students enrolled in provincial schools, only 45 per cent (2,877) were studying at a post-elementary level. Hence, a bare majority of the off-reserve tuition agreement schooling is also at the elementary level. One implication here is that the expansion of Band-administered schools will be initially concentrated at the elementary level as the Federal schools are taken over and parents choose to withdraw students from provincial schools and enrol them in the reserve school. However a disturbing corollary of this is the low proportion of Indian students who are actually enrolled in secondary level studies.

The poor retention rate of provincial schools in respect to Indian and native students is notorious in the literature and has often been taken as an indicator of the inability of secondary schools to accommodate and meet the needs of this cultural group. The Hawthorne Report⁴ of 1967, for example, showed that only about 4 per cent of Indian students enrolled in grade 1 in 1951 completed high school.

This extreme situation is generally considered to have improved in recent years. But although reliable longitudinal data are not readily available, comparisons of recent cross-sectional statistics for Indian as compared to all students enrolled in Ontario are disturbing: the grade 9-13 proportion of the total (JK-13) 1978 enrolment in Ontario was 32 per cent, with the equivalent comparison for Indian students being 23 per cent.

Furthermore the proportion of Senior Division (grades 11-13) Indian enrolment to the total (PK-13) is only 8 per cent, while that for Ontario as a whole is 16 per cent. Finally there were only 55 Indian students enrolled in grade 13 in all of Ontario in 1978 (0.04% of the total Indian enrolment), whereas 3 per cent of total overall Ontario enrolment was at this level.⁵

Apart from suggesting that there is need for great improvement in the provision for secondary level education for Ontario Indians, these statistics also illustrate a major constraint limiting any attempt to rapidly increase the number of Indian teachers and other professionals, for the number of Indian people able to enter university programs under regular matriculation provisions is not great.

But despite some shortcomings in the present ability of the established system to accommodate the Indian and native peoples much improvement has been attempted in recent years. Change really began in 1969 when the then Minister of Indian Affairs and Northern Development, Jean Chretien, tabled a white paper proposing the transfer of all administrative responsibilities for Indians to established provincial agencies. Responsibility for education, for example, would have been delegated completely to

provincial departments. Perhaps more than any other action by DIA, Indian reaction against this proposal stimulated rapid development of political awareness and action among Canadian Indians. A major aspect of this was the 1972 release by the National Indian Brotherhood of the policy document Indian Control of Indian Education.

This document advanced direct Indian control as the only fully acceptable arrangement for Indian education. The basic philosophy of that policy has been accepted, at least in principle, by DIA since 1973, and a steady, but slowly increasing trickle of local Bands have been accorded various degrees of control over their schools.

The generally increased awareness prompted by these developments led to the formation of many committees, task forces and study groups in order to better address the question of what improvements were necessary and how they might be best effected. The subjects of teachers and curriculum were given much attention by such groups with the invariable conclusion or recommendation being that both teachers and curriculum should become more "appropriate" for the situation. In 1976 final report of the Ontario Task Force on the Educational Needs of Native People, for example, recommended, in part that:

1. A teacher-training programme be developed with the aid of Indian education specialists, so as to make it more appropriate to the educational background, heritage and needs of the people of native ancestry.
2. Faculties of Education near native communities take the initiative in providing opportunities for native people to train as teachers at various locations throughout the province.
3. The province give priority and special assistance to native students and teaching aides wishing to obtain their teaching certificate.

4. Bands, Metis and Non-Status Indian association locals, school boards, Department of Indian Affairs, and the Ministry of Education, cooperate in the creation of opportunities for Native Peoples to gain experience in the field of education with a view to training as teachers and teacher aides.
5. Research be conducted into the effects of Native Teaching on the academic performance of Native High School students. (6)

In general terms, "more appropriate" teachers has frequently been taken (as in the above example) to mean more Indian and/or native teachers, while a more appropriate curriculum has been viewed as a set of learning experiences and expectations that reflect more accurately the culture and aspirations of native students.

Provisions for More Appropriate Teacher Preparation

Primarily as a result of the many recommendations advanced, various initiatives were taken by governments, universities and school authorities to increase the number of native teachers.

One such was the emergency certification program for native teachers run at the Hamilton OTEC by the Ministry of Education in the summers of 1974-75. Another was the development of more extensive teacher preparation programs designed specifically for native students. The Department of Indian Affairs reported that eight universities had established such programs by 1975. At the present time, there are more than 17 of these programs across the country.⁷

In a recent paper, Arthur More, Director of curriculum in the British Columbia Ministry of Education surveyed some of the common elements in these programs and summarized their rationale. He suggests, in part, that:

An increase in native teachers will help overcome the massive drop-out rate, the low academic achievement level, the low interest level, and adjustment problems of Indian children. Greater school community understanding and liaison modelling, improved curriculum development, improved counselling and programming should result from more native Indian teachers. (8)

More also states that more than 600 native students are currently enrolled in specialized teacher preparation programs across the country and that although there are indications of decline in future enrolments, native and Indian teachers are likely to remain in great demand.⁹

His analysis notes that although the specialized programs currently in place vary considerably, three general types can be distinguished.

1. Orientation and Support Programs These provide some kind of special preparatory experience prior to entry into a regular on-campus certification program together with counselling and interim support services.
2. Significantly Altered Programs Although based largely on a regular preparation curriculum, these programs offer a number of specialized courses, (such as Indian Studies) some off-campus instruction and an extended practicum.
3. Community Based Programs Course content and sequence is extensively modified from the "regular" certificate program and the program is normally community and/or school based with a substantial degree of Indian control. (10)

Some features identified by More as common to most programs are:

- i) The maximum use is usually made of special and mature admission categories with applicants being required to demonstrate teaching potential, "even though the academic background may be lacking";
- ii) Much input from Native peoples.
- iii) An emphasis on the development of oral and written fluency in one or more Indian languages. (11)

In addition it would appear that the majority of the successful programs adhere to the concurrent model of teacher preparation.¹²

The Indian Teacher Education Program (ITEP) offered by our Faculty

shares a common genesis with many of the other specialist programs across the country and the intent of the program is clearly reflected in the Task Ontario Force recommendations summarized previously and More's summation of objectives given above. Our ITEP embodies some of the common features noted by More, especially special admission provisions and a degree of special programming. But, despite provisions made during the initial planning, our program bears little resemblance to some of the more innovative and "significantly altered" programs found elsewhere. There is hardly any provision for specialized student counselling, the program is consecutive, not concurrent. There is only one special course and the balance of the certification courses remain all "standard". There are no off-campus components, little realistic provision for Indian school practical experience and no real Indian input and influence. In short, our ITEP is essentially a "special", rather than a specialist or specialized program with actual emphasis being placed on certification of Indian teachers, rather than the development of Indian educators. Furthermore, while many programs elsewhere have been remarkably successful, the ITEP at this University has had but little success. Only 17 students have enrolled over the three years of operation of which only 14 graduated. Furthermore as four of these entered the Faculty with full degrees, and thus did not make use of the special admission provisions, the success rate could be revised to 10 out of 13.

Curriculum and Support

Arthur More evidences obvious faith in the potential of a greater number of native teachers to bring about extensive change in native education, but this view could well be exaggerated and his faith misplaced, for any body of teachers, no matter how 'appropriate' for the context, requires an extensive, well founded and equally 'appropriate' system of support and management if they are to be accorded a reasonable opportunity to promote and stabilize innovation. There is little evidence of a comprehensive approach to reform and improvement in the support and management areas over the past decade. The considerable attention paid to the development of more soundly based curriculum materials for native classrooms is perhaps the only area of sustained effort in the support realm, but the present results of efforts in this area have yet to bear a substantial harvest. Much of the curriculum development that has occurred has been confined to individual systems and schools and little effort has been made to publicize and distribute such materials to other areas. Furthermore many curriculum innovations appear to have fallen by the wayside due to a lack of sustained commitment by various authorities, administrator insensitivity to the mechanics of planned change and other factors.

Many Faculties of Education across the country have had some involvement in the curriculum development efforts mounted. This Faculty, or more accurately several individual Faculty members, have also participated in such activities. However, there are only a few centres where a coherent and sustained involvement has produced a

stable body of curriculum expertise in native education and this Faculty is not one of these.

There has been considerably less attention devoted to other teacher support areas. Two recent exceptions to this are the native principal training programs being developed as part of the BUNTEP program in Manitoba and the educational leadership seminars for Band councillors and administrators recently instituted by the Faculty of Education at Brandon University.

Summary

The comments offered in the preceding pages represent a limited attempt to survey the present arrangements for native education and to outline present and future developments. The few comments offered do not do justice to the complexities and problems that exist in reality. Nonetheless the points of most relevance to this report can be summarized as follows:

1. Much room for improvement still exists in the provision of educational opportunities for Indian and native peoples.
2. The expected increase in the number of Band controlled reserve schools in the coming years represent a major change in the established system.
3. Increased Band control will likely mean an increased demand for well prepared teachers of native children.
4. A relatively large expansion of specialized programs to prepare Indian and native Teachers has occurred over recent years.
5. The ITEP program presently offered by this Faculty seems most inadequate when compared to programs elsewhere.

PERCEPTIONS OF THE CURRENT SITUATION

The points made in this section reflect a number of perceptions formed by the committee. Each point carries one or more direct implications for any future Faculty involvement in native education.

1. Political Legitimacy

Whereas the early seventies witnessed the rapid development of political awareness and action amongst native peoples, one of the main objects of which was to gain recognition from the established authorities with the intent of influencing policy, the present time is characterized by the existence of many reasonably well established political groups representing native peoples at various levels. These organizations have been very successful in gaining recognition from the established government agencies. One consequence is that the established authorities appear reluctant to take, or even consider, new initiatives impinging upon native concerns without extensive consultation with the representative organizations. Some evidence of this can be found in the tone of a recent statement by Education Minister Stevenson:¹³

the ministry wants to assist the native people in attaining their educational goals in whatever ways and whatever mechanisms the native peoples themselves see as most appropriate.

The implication here is that the established native (and non-native) agencies will insist that the political

organizations are fully involved in the planning and launching of any new program related to native education. Furthermore, provincial and Federal funds necessary for such programs will not likely be forthcoming unless major participation by these groups can be demonstrated. In addition the policy of Indian control will likely require active and ongoing involvement of Indian representatives at a suitable governance level in any new program.

While these requirements are seen as most appropriate by the committee, we have concluded that the process of political legitimation that would likely be necessary to mount an entirely new program could be very expensive in terms of Faculty time and manpower. The discussions and negotiations necessary would need to proceed on several levels and involve a substantial number of organizations. Furthermore, the long and involved process necessary would carry no guarantee of success.

1.2 Legitimation at the local level

An additional concern is the actual legitimacy accorded by established organizations and programs by individual Band members and "grass-root" organizations. There are several dimensions to this perplexing question, each of which has implications for any organization considering future involvement in native education. One dimension that can be particularly salient is that occasionally encountered between traditional and bureaucratic Band governance.

Within some communities, the Band council elected according to DIA procedures and acting within the DIA framework of Band Council resolutions and centrally approved budgets is counter-balanced by a traditionally based council legitimated by and concerned with ancient truths and prerogatives.

This type of distinction also extends to the regional and national level. All the major political organizations expousing native concerns maintain full-time salaried staffs to handle administrative concerns and draft policy under the direction of elected boards. However, policies remain subject to approval and change by councils of Chiefs. Furthermore, individual Chiefs and Bands may choose to allocate priorities and select policies that are not aligned to those adopted by regional and national organizations. This phenomemon does not indicate weakness in regional or national policy but reflects the disparate situations that face individual bands and, in the final analysis, the autonomy accorded to Band councils and Chiefs.

The three dimensions of differing legitimacy identified above further complicate the situation faced by a university or other agency contemplating involvement in native affairs, for even if full cooperation is gained from provincial and national organizations, the success of any program will ultimately depend on the legitimacy accorded to the program by individual Bands, Chiefs and councils. This observation may be summarized by noting that both provincial level

policy and local level needs need to be served if any new program is to stand a chance of success.

2. A Period of Uncertainty

The complex political situation is compounded in that the political organizations would appear to have entered a period of review and reconsideration. Except for a general acceptance that the achievement of Indian control of Indian education will be a prime objective in the near future, there is no clear consensus how this will be done, what it will mean and what the implications will be. It is not immediately clear, for example, whether Band educational authorities will seek to hire teachers who are well qualified according to provincial standards, or whether Indian ancestry, language, fluency or cultural sensitivities will be given priority over a high level of university preparation. Similarly, while there is much agreement as to some of the immediate reforms necessary, there is little evidence of a set of clearly defined long-range goals, or a well established philosophy of native education from which future policies could develop.

This element of uncertainty was particularly evident at the National Indian Brotherhood conference on Indian Education held in Winnipeg this spring. The initial report of the conference released by the NIB in July contains summaries of the extended workshops in which

the 1,000 delegates participated. The summary of the workshop that addressed the question "What is Indian Education" (See Appendix B) reflects the uncertainty alluded to here: several immediate operational objectives are stated (more relevant curriculum, community control, participation of elders in school activities), but there is little evidence of policy awareness to guide future action.

One other development perceived by some committee members is a growing commitment in the political organizations to other areas of action, such as economic, development and sovereignty, which may have the effect of allocating a lowered priority to educational matters in the future.

From the point of view of our Faculty this period of uncertainty implies that there may be fewer clearly defined and politically sanctioned needs which can be addressed directly. Some general objectives will certainly remain viable, such as the preparation of more native teachers, but there is likely to be less certainty as to how this objective could or should be achieved, although there are some strong indications of what is not desirable.

3. Quality Concerns

In the preparation of native teachers, there would appear to be a consensus that "special" programs that graduate teachers with less than the average level of

professional training are unacceptable. Thus our ITEP, which graduates teachers at an EST 2 level of certification, is not generally perceived as being of value. It should be noted that this is a perception shared by DIANA, local communities, influential individuals and the political organizations, and it was consistently articulated at the NIB conference in Winnipeg. (See Appendix C)

In contemplating the design of any new preparation program for native teachers, therefore, the concept of specialized must be given precedence over the notion of special. In the view of the committee, a suitably specialized program would graduate students with at least the equivalent paper qualification of normal entry B.Ed. students and, in addition, would contain components to:

- a) develop and enhance awareness of and sensitivity to different cultures, and acceptance of the "Indian way"
- b) provide a cognitive appreciation of Indian and native history.
- c) develop knowledge about the psychology of native learning styles.
- d) develop skills relating to the diagnosis and application of appropriate teaching styles.
- e) provide curricular and materials development skills.
- f) develop a knowledge of community development and community relationship skills.
- g) provide an appreciation of the role and potential of parents and elders in the educative process in Indian communities.

It would seem to follow that any specialized program

of worth could well qualify for additional certification over and above the basic OTC requirements.

It is also evident that any specialized program to prepare native teachers will require a firm commitment to quality ideals by the people involved. In this respect it is the consensus of the committee that unless a Faculty of Education is prepared to make a firm commitment to a quality program, then whatever program is offered will surely fail.

4. Students in Future Programs

In accordance with the recommendations of the Ontario Task Force on native education (see earlier) our ITEP program was primarily intended for residents of local communities in South Western Ontario. This could probably explain the low enrolment in the program for teacher demand in native schools has been relatively low in this region for the past several years. This could well change in the near future with the advent of local control. Nevertheless any new initiative by the Faculty would have to reconsider the appropriateness of a purely local catchment area for students. It could seem advisable, for instance, to assume (or negotiate) a division of territory between Lakehead and Western with the former meeting teacher preparation needs for the North and ourselves for the rest of the province.

Other options could be a program designed to appeal

to potential students across Ontario or Canada. The largest client environment, (all the Indian Nations of America), could also be viable. An appeal to a larger environment could presume conflict and competition with other Faculties, unless a program could be mounted which offered a clear alternative to those others presently available.

In the perception of the committee, the potential for success of any new program will be directly related to the size and inclusiveness of the client environment. A corollary of this is that success potential will also be directly related to the innovativeness and quality of such a new program.

4.2 Indian, Native and Non-Native Students

Enrolment in our present ITEP is restricted to students of native ancestry who have the support of Band councils or other representative groups. This limitation is clearly intended to serve the objective of graduating Indian people as teachers. However it must also be recognized a further constraint on the number of students enrolling in ITEP. The committee considers that enrolment restrictions such as these would be inappropriate in any new program. There are many native (non-status Indian) persons who wish to pursue a career in native education. Furthermore many non-native teachers find employment in Indian and native settings. Indeed many recent graduates

from this Faculty have actively sought such positions. It would seem to follow, therefore, that an appropriate preparation program would strive to graduate well prepared teachers of native children, rather than just native teachers.

In making this distinction the committee is not attempting to sidestep or ignore the real need that exists for well prepared native teachers. We are suggesting, however, that the real need is for excellent teachers in native classrooms.

An important facet of "excellent" in this case is native ancestry or first hand knowledge of native culture. But this is obviously not the only criterion for excellent teachers of native children.

Furthermore, we must recognize that under native control the actual selection of teachers will be made at the community level. Some communities may wish to staff their schools completely with native teachers: others may elect for a balance between native and non-native teachers.

Whatever the choice it would seem that the main task of Faculties of Education is to ensure that the educational authorities, be they DIA officials, local school committees or provincial school boards, may select their teachers from well prepared applicants, be these of native or non-native ancestry. Furthermore there is a serious question as to whether restricted entry on the basis of ancestry into any education program is legally acceptable.

4.3 Upgrading and In-Service Improvement

In addition to the native and non-native persons seeking to prepare for a career in native education, there are many teachers and para-professionals presently employed in native schools who may wish to improve their qualifications and skills. The committee is particularly aware of a number of native classroom assistants in South Western Ontario who are actively accumulating course credits for an undergraduate degree with the intent of then seeking certification as teachers. Furthermore there are likely to be many teachers presently employed by the Department of Indian Affairs who have received no specialized preparation for the native settings in which they now practice. In the perception of the committee the upgrading and improvement needs of both para-professional and practicing teachers is a legitimate and important domain for the improvement of native education that should not be ignored.

5. Limited Resources

The major constraint facing our Faculty in attempting to develop and mount any new native education program with a potential for success will be the lack of appropriate in-place resources. In the perception of the committee, the lack of a sustained effort in the area of Indian and native education over the past decade means that there is only a very limited pool of informed knowledge and skill available on Faculty. Furthermore, the lack of success

of the present ITEP has not engendered attitudes supportive toward a Faculty commitment to a new innovative (and inherently risky) program. The necessary human resources to launch a new initiative could probably be assembled from across the country on a temporary basis. However such a strategy would depend on a serious policy commitment and the availability of appropriate funds.

5.2 External Funding

The lack of an earned reputation in the field will of necessity impede attempts to gain external funds for any new program. Furthermore, the present fiscal environment itself would also seem to mitigate against the likelihood of the Faculty being able to obtain committed funds. Movements towards local control of Indian education and the emergence of additional policy initiatives will likely fracture established Federal budgets and relocate more operational control to the local level. Furthermore, austerity budgeting at all government levels will certainly decrease the monies available for both seed funding and long range support for new programs.

This lack of a buoyant fiscal future will of necessity force thorough needs assessment and review procedures. Given the present existence of almost twenty native teacher programs across the country that can reasonably claim greater success and a more assured future than our ITEP; it would seem that any new program contemplated by this Faculty may well require

a much sounder base that can presently be provided. A possible counter to this view is the overall lack of success of native teacher training (and support) programs in Ontario as a whole. All of the brilliantly successful programs are located in other provinces. The Lakehead preparation program is reported to be experiencing difficulties. Hence, there may be a strong political argument to attempt an entirely new initiative in Ontario.

In addition it would seem that the Department of Indian Affairs is adopting something of a "brokerage" role between Indian organizations and communities and university and other institutions for the development of curriculum packages and training services to be used at the local level. Apparently OISE has recently become involved in the development of elementary level curriculum for native schools through a contract initiative of this kind by the Department. Department officials have also expressed a desire to the committee to contract out a administrative skills development program for Indian school principals to an outside institution. Involvement of the Faculty in initiatives such as these could be a way of building Faculty awareness, expertise and commitment that could well be explored.

PREFACE TO THE RECOMMENDATIONS

The perceptions summarized on the previous pages have exerted considerable influence on the recommendations made in the subsequent

section. In attempting to summarize these perceptions we note that while there would seem to be a strong and growing need for a soundly based program to graduate well prepared teachers of native children in Ontario, the nature of such a program is not immediately apparent. Development of a major new program, therefore, would have to rest on an assessment of possible future needs or conditions. This Faculty has neither the expertise to make such an assessment with accuracy, nor the reputation that would encourage other groups to accept the validity of any such long-range assessment made by us.

In some other provinces the development of new programs has been considerably aided by the emergence of native controlled agencies that were able to make an acceptable assessment of future native educational needs and articulate these clearly to established institutions. The alliances developed between these native agencies and universities subsequently produced the sound base and commitment necessary to launch highly innovative programs. The committee has not been successful in locating an established or emergent native agency or organization in Ontario that could offer a clearly articulated statement of objectives of this kind to which this Faculty could respond. Hence although the committee would have been most willing to recommend an alliance between the Faculty and a native agency in which the native group helped and aided the Faculty in the development and offering of a sound politically and philosophically based program and the Faculty responded to these needs, such does not seem presently possible. This does not mean that such a force will not emerge in the future.

Nonetheless the committee concludes that given the present situation, it would be unwise and impracticable for us to recommend a major new initiative by this Faculty in the area of native teacher preparation. On the other hand we believe that it would be inappropriate to withdraw completely from this area. Consequently the recommendations advanced below are designed to improve the Faculty's contributions to the native community and at the same time develop a strong potential within the Faculty so that we will be able to respond quickly and with confidence to future needs and requirements as these are articulated by the native peoples.

In short we do not feel able to outline the nature of a major new program or recommend the development of such at this time. We do believe that certain steps can be taken to prepare foundations on which such a new program can be built when the nature of such a program becomes apparent in the future. This conclusion has had a major influence on the recommendations which follow but at the same time we have attempted to identify a number of specific ways in which the Faculty could make a valuable contribution to the development of native education in Ontario given the present situation and capabilities of the Faculty.

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13. Hansard, Social Development Committee. Wednesday November 14, 1979. Estimates of Ministry of Education, p. 51239.

RECOMMENDATIONS

The Committee On Native Education was charged with recommending appropriate educational activities with native peoples in the teacher education and in-service areas. The Committee's perceptions of the present reality and possible future argue that the success of any new or modified programs in either of these areas will be contingent on the experience gained in the other. Consequently the recommendations offered here are not presented under in-service and pre-service headings. The problem posed by the present ITEP is addressed directly and then a series of developmental recommendations are presented. Not all of these recommendations need be accepted by the Faculty as a single 'package', but should the Faculty wish to be involved in native education, the recommendations do offer a set of 'stepping-stones' towards a number of integrated and broadly based programs in the future which could eventually lead to an as yet unanticipated major program

1. Recommendations Regarding the Present Indian Teacher Education Program

- 1.1 We recommend that the present Indian Teacher Education Program be discontinued, but that the course SS E80 (Teaching Native Studies) be retained pending revision as recommended below.

The Committee believes that native teacher preparation programs based on a two-year special entry format are unacceptable to all major parties involved. Hence any internal modification to the present ITEP are seen as being to no purpose. The first intent of this recommendation, therefore, is to delete the ITEP program from the Faculty calendar for the 1981-82 and all subsequent years together with the

special 5-course entry provision.

The major implication of this recommendation is to commit the Faculty to accepting native people who wish to prepare for a teaching career only if they meet the normal provisions for regular or special entry students. Acceptance of this position is seen by the Committee as a first necessary step in building a high quality preparation program for teachers of native students.

The intent of the recommendation to retain SS E80 is to ensure that a continuing provision will be made in the Faculty calendar to show a commitment to native education and to provide a course kernel around which Faculty interest, commitment and expertise in native education can coalesce in the development of additional program offerings. However the recommendation is that SS E80 be retained "pending revision". The desired nature of this revision is outlined under the following recommendation:

2. Recommendations Regarding New Program Initiatives

2.1 We recommend that the present SS E80 (Teaching Native Studies) be revised and augmented in order to qualify as a one-session 'Additional Qualifications Program for Teachers' under Schedule D of Ontario Regulation 407.

Regulation 407 presently provides for a one-session Additional Qualification course for Teachers as a Teacher of Native Children. This means that the Ministry of Education is prepared to enter this additional qualification on the Teacher Qualifications Record Card of all teachers with basic OTC qualifications who complete an additional course in this area that is acceptable to the Ministry. Presently the Faculty allows students enrolled in the B.Ed to also enrol in one of four "Additional Professional" courses that provide additional qualifications on completion.

The intent of this recommendation is to provide a similar opportunity for native and other students who wish to prepare for teaching native students by making available to them an additional course in the B.Ed year that will qualify them as "Teachers of Native Children".

The rationale behind this recommendation is that SS E80 is presently on the Faculty calendar, and thus it would seem expedient to use this course designation as a vehicle for developing a set of learning experiences that would be acceptable to the Ministry as a "one-session" additional qualification course as a "Teacher of Native Children".

If adopted, this recommendation should provide a teacher preparation route for native and non-native teachers that would be superior to the present ITEP program: students would not only graduate with a B.Ed and a full O.T.C. qualification, but would also possess an additional specialized course that will be recognized province wide. In addition this one session additional qualification course could be offered to already employed teachers in native settings as an evening and/or summer course.

- 2.2 We further recommend that the revisions necessary to convert SS E80 into a one-session additional qualification course begin as soon as possible with the intent of offering the course for the first time in the summer 1981 and as a regular additional course in the Faculty calendar from 1981-82 onwards.

If recommendation 2.1 is accepted, then it would seem desirable to initiate the revised course as soon as possible. As an additional course in the regular Faculty offerings for 1981-82, the opportunity provided will immediately off-set the termination of ITEP. If the

course can be offered as part of our in-service package in summer of 1981, this will aid in refining the content, developing Faculty expertise and awareness and also serve to gauge demand for future in-service offerings.

- 2.3 We further recommend that enrolment in and offerings of the Teacher of Native Children additional qualification course during the regular B.Ed program not be subject to the regular enrolment minima.

If this course can be accepted as demonstrating Faculty commitment to native education in the future, as a vehicle to garner experience and as basis for developing future program offerings, then it would seem to follow that every opportunity must be grasped to ensure that the course is taught on a continuing basis

- 2.4 In addition to the initiatives recommended under 2.1, 2.2, and 2.3 above we recommend that inquiries be made to the Ministry of Education regarding the possibility of this Faculty developing and offering a three-part specialist qualification in Native Education.

The previous recommendation refers to a one-session additional qualification course for which provision is already made in Regulation 407. This recommendation proposes an additional and more ambitious course for which provisions are not presently made within the Ministry regulations. The Committee believes that a one-session additional qualification course, although valuable, cannot fully provide the specialist preparation appropriate for teachers in native settings. A specialist three-session course would be much preferable. Whether this will be possible depends on the willingness of the Ministry of Education to recognize such a qualification. Should such approval be forthcoming it may be possible that the one-session course as Teacher of Native Children discussed previously could become part one of the much more comprehensive three-part course at some time in the

future. But regardless of the possible arrangement that may develop, a three-part specialist additional qualification course in native education could provide a very high level of professional preparation for teachers in native settings the like of which is not presently available in Ontario.

A desirable implementation date for a course of this nature would be 1982 or 1983.

- 2.5 We recommend that, whatever future program provisions are made in the area of native education, efforts be made to actively promote both pre-service and in-service enrolment in these programs.

We believe that although this is implicit in the previous recommendations, it is important enough to warrant independent attention. In essence we are recommending that any specialist courses developed in native education in the future be integrated wherever possible into both the pre- and in-service offerings of the Faculty, and given wide publicity.

- 2.6 We recommend that consideration be given to providing a distinctive native education route within the design for a four-five year concurrent B.Ed. program, presently under study by the Faculty.

A native education route could conceivably offer very relevant academic opportunities in addition to the basic education components in the early years as well as providing relevant experiential components in native committees and organizations in the practicum sections. One part (and/or two parts) of the recommended additional qualifications course could remain as the fourth year contribution of the Faculty of Education.

- 2.7 We recommend that discussions be initiated with representatives of the native studies program at Trent University to consider the possibility of a co-operative program for students with career commitments to education.

The Trent program offers a two-year diploma and a three-year degree program in native studies. Consideration could be given to developing a co-operative program which would encourage graduates to complete a B.Ed. program in this Faculty. This could be integrated into whatever concurrent program may be adopted by the Faculty with Trent awarding the B.A. and ourselves the B.Ed. Similar exploratory discussions could be initiated with other universities that have or are considering establishing native studies departments or courses, and also with those community colleges that offer classroom assistant and other such programs. The intent here would be to explore the possibility of developing educational advancement programs leading to Ontario Teacher Certification. Present mature student entry provisions could provide an entry route into a concurrent or co-operative program for teacher aides and other potential students not enrolled in a university program.

These latter possibilities will need much consideration and may not be viable, but the basic recommendation of seeking to develop a co-operative program with Trent seems eminently feasible. If such a program could be developed in the future, then it could graduate native teachers at a level of preparation equal or superior to any program in Canada.

- 2.8 We recommend consideration be given to establishing a graduate course dealing with aspects of native education.

The initial intent here is to further develop Faculty resources in this area. We are unsure as to the possible content and emphasis of such a course. A course dealing with native education in Canada in a global fashion could likely be mounted with little difficulty by the Educational Policy Studies Department and a curriculum course may also be possible. There could also be the possibility of a cross-department course.

3. Recommendations Regarding Development and Planning.

- 3.1 We recommend that planning and development of any of the above recommended initiatives involves Indian and native organizations at the provincial level as well as the appropriate established authorities.

The priority accorded to native control of native education demands that representative native bodies be accorded input into and some degree of influence over any new program or series of programs in this area. One possible organizational arrangement would be to approach either the Ontario Native Education Council or the Ministry of Education to appoint an advisory and governing committee, the approval of which must be gained before any new programs receive internal approval or Ministry funding. This would greatly simplify the process of obtaining political legitimation and also distribute costs among the major concerned agencies. The problem of legitimation at the local level will likely be best faced through direct contact and demonstrated success with new programs.

Nonetheless it would be inappropriate for future development activities to become overly concentrated at the provincial level. This Committee has received much aid and counsel from the Native Peoples Resource Centre here in London. This is certainly one organization

that offers considerable resource potential in any future development activities engaged in by the Faculty.

- 3.2 We recommend that the present Committee on Native Education be allowed to lapse in accord with the original limited-term constitution of this Committee.

It is a well observed phenomenon that committees appointed for limited terms frequently recommend that their existence be continued. This Committee is content to be disbanded after the acceptance of this report. Should the Faculty decline to seek new initiatives in the area of native education, our continued existence would serve no purpose. On the other hand the pursuit of any or all of the initiatives proposed in this report will create demands that cannot be met by a committee such as this. The following recommendations outline a number of possible alternate structures and activities.

- 3.3. We recommend the formation of a Native Education Program Development Committee as a subcommittee of the Educational Policies Committee.

This committee would be charged with the revision of SS E80, the development of the recommended three-part specialist course, exploration of concurrent and co-operative possibilities as noted above and liaison with the Ministry, DIANA and native groups at the provincial level.

- 3.4 We recommend that an Office of Native Education be established for an initial three-year period, this office to be staffed on a half-time basis.

This would be an administrative, development and liaison position. Specific duties would be to serve as (1) secretary and coordinator for the Development Committee, (2) contact person for local bands and other external agencies, (3) internal coordination and development of Faculty interests and resources, and (4) publicity of new Faculty initiatives. Ideally this office should be filled by a Faculty member

who is seconded to these duties for a limited term and reports directly to the Dean. If this is not possible then consideration should be given to filling the position from external applicants. It should be pointed out at this time that this position is of particular importance for the recommendations made under 4 below, "Service to Local and Other Communities and Organizations".

- 3.5 We recommend that either the Office of Native Education or the Development Committee be encouraged to ensure that summer program opportunities for post-graduates of the Classroom Assistant Program are provided by this University in the future.

This Committee has been instrumental in helping to mount a summer program for native classroom assistants through the Faculty of Part-Time and Continuing Education. This program offers a realistic route for teacher aides to move towards a university degree and eventual teacher certification. We are of the opinion that the Faculty should exert continued influence to help preserve this opportunity in the future.

- 3.6 We recommend that the Faculty attempt to invite one or more Indian academics or experienced practitioners in the field of native education as visiting professors during the next four years.

Dialogue between such persons and present Faculty could have great developmental value. The knowledge and experience of such persons would also provide excellent counsel to the Development Committee. Such persons could also serve as resource people for whatever native education and other courses are in place at the time of the visitation.

- 3.7 We recommend that the Dean seek external funding for an invitational symposium on native education in Canada, to be hosted by this Faculty in the spring of 1981 or 1982.

This would be a conference of national or international standard, participation in which would be limited to a small number of experts in order to promote much small-group/seminar discussion. The process

and outcome stages of this activity should generate a much clearer image of the future of native education for the Faculty as well as a number of alternative ideas for new initiatives. Other advantages include a heightening of Faculty awareness, and a higher profile for the University in the field of native education. This symposium could be co-hosted with another organization or university.

- 3.8 We recommend that the R.E.C.E.S.S. facility be encouraged to obtain special collections of native curriculum and native education materials.

Special funding could well be forthcoming from the Ministry or DIANA to collect the diverse curriculum materials that have been developed across the province and/or the country over the past ten years or so. There is also a clear need to provide a centralized collection of the many reports, recommendations and studies concerning native education in general and native teacher preparation in particular. Collections of this nature available in the R.E.C.E.S.S. facility would be of great value to the Development Committee and Faculty involved in native education courses and would also be of value to local and provincial organizations. We stress that the materials referred to here would be much more specialized than the more global collections of the Cross-Cultural Learner Centre and the Native Peoples' Resource Centre.

- 3.9 We recommend that the Dean consider encouraging a Faculty submission to the Ministry of Education for the development of native curriculum materials under the Mode 2 provisions of the Ministry's Material Development Program.

Involvement in a project such as this would further aid in developing Faculty resources.

4. Recommendations Regarding Services to External Organizations
and Local Communities

- 4.1 We recommend that the Office of Native Education serve as the contact and liaison point with all outside groups that approach the Faculty for assistance with research, development or consultation needs.

As noted in the preliminary sections, Indian Bands and other native organizations occasionally seek expert aid from universities and the Department of Indian Affairs may be seeking university assistance in the near future in various areas of action. The extension of such services is a recognized function of universities. In the past, individual faculty members have become involved in the development of curriculum or the provision of other services on what has been essentially an 'ad hoc' basis. This recommendation is intended to promote coordination in any such future activities as well as creating easier access to the Faculty by those seeking assistance.

- 4.2 We further recommend that in contacts with external organizations and local communities the Office of Native Education attempts to ensure that any Faculty services provided are entered into through a formal contract between the Dean's office and the concerned group.

A formal contract ensures commitment by all parties to the agreement and can serve to recognize and make advance commitment for necessary financial costs. Placing service activities on a contract basis will aid in discouraging less than fruitful ad hoc arrangements, promote realistic planning and deployment of resources and should be generally beneficial to all. The Committee believes that formal contracts for services to local communities is entirely consistent with the philosophy of local control and will be quite acceptable to established provincial level organizations.

- 4.3 We also recommend that every opportunity be taken to publicize the Faculty's willingness to become involved in developmental and research projects in the areas of native education as well as the new program initiatives attempted.

This recommendation presupposes that the Faculty is willing to establish a commitment to native education. If this becomes the case, then publicity of all modes of action in the field will be, of course, necessary. Our willingness to be of service in helping communities and organizations in meeting specific needs, warrants special attention as these activities will be crucial in building Faculty experience as well as legitimacy in the perceptions of local people.

SUMMARY

The recommendations made above have been advanced by the Committee on Native Education as an integrated set of initiatives that the Faculty could adopt should we wish to become actively involved in native education in Ontario and Canada. The Committee believes that considerable opportunities exist for an innovative and future-sensitive Faculty of Education to be of great service in this area. Not all of the recommendations advanced here would need to be adopted if this Faculty wished to participate in helping our native peoples achieve some of their ambitions. However, the adoption of any few of the new initiatives proposed will provide some commitment to a future for the Faculty in this area. Incremental adoption of more than a few of these recommendations could well lead in gradual steps to an as yet unanticipated program of great worth.

Furthermore it is clear that progress along any of the stepping-stone recommendations outlined here cannot be made by this Faculty alone: assistance and support will have to be forthcoming from the governance

and administrative organs of the province and the Indian nations. But, as in any journey, the first step is the most important. In this case, the question is whether the Faculty should become committed to a future involvement in native education. Should this decision be made in the affirmative, we have tried to outline a possible path that does not lead to a predetermined, grandiose program but which has a number of components which can be adopted in an incremental manner at whatever pace seems appropriate.

APPENDIX A

ACTIVITIES OF THE COMMITTEE ON NATIVE EDUCATION

The committee (or individual members) visited the following locations on one or more occasions to discuss aspects of Indian and native education:-

Department of Part Time and Continuing Education, The University of Western Ontario.

Native Peoples' Resource Centre, London, Ontario.

Ontario Ministry of Education Toronto; Oshweken Six Nations Reserve; Oneida Band School Committee; Ontario Indian Education Council; National Indian Brotherhood Conference, Winnipeg.

The committee (or individual members) held discussions with the following persons:-

Ron Martin, Department of Part Time and Continuing Education, The University of Western Ontario.

Brian Loucks, Native Peoples' Resource Centre.

Peter Denny, Department of Psychology, U.W.O.

Gordon Peters, Donna Wh t n , John Kelly, Earl Commanda, Education Directors, Ontario Indian Education Council.

Joe Couture, Indian scholar and consultant to the Department of Indian Affairs and various native organizations.

Al Bigwin, Ontario Ministry of Education.

Gerry Kerr, Department of Indian Affairs and Northern Development.

Edna Manitlowabi, Laurentian River Band.

Carole Sanderson, Federation of Saskatchewan Indians.

Les Gue, University of Alberta.

R. McKinnon, Northland School Division, Alberta.

Shirleen Chambers, Brandon University.

Harold Linklatter, Lakehead University.

Prof. D. McCaskill, Chairman designate, Department of Native
Studies, Trent University.

Numerous teachers in the London School System.

APPENDIX B

OVERVIEW OF THE RECENT 'INDIAN CONTROL OF INDIAN EDUCATION' CONFERENCE
AND A SUMMARY OF THE PERCEPTIONS OF PARTICIPANTS REGARDING THE NATURE
OF INDIAN EDUCATION AS GATHERED IN WORKSHOP SESSIONS AND RELEASED BY
THE NATIONAL INDIAN BROTHERHOOD JULY 11, 1980.

BRIEF OVERVIEW - "INDIAN CONTROL OF INDIAN EDUCATION:
PRACTICAL APPLICATIONS" CONFERENCE

MAY 12 - 15, 1980

WINNIPEG, MANITOBA

In 1973 the policy paper entitled Indian Control of Indian Education was adopted by both the National Indian Brotherhood and the Federal Government as the official policy on Indian Education. Since that time there has been tremendous growth and development in the area of Indian education by Indian communities as evidenced by the 230 plus schools now existent in Canada which are presently Band-controlled and/or operated by Band involvement beyond the purely administrative functions. In addition to these, there exists 15 Indian-controlled alternate schools operating primarily on Indian philosophies and objectives, 23 Indian teacher training programs within accredited universities, each operating with an unprecedented 90% success rate, and Indian/Native Studies Programs in over 20 universities and colleges across the country. New programs and projects directly related to Indian Education are popping up all over the country every year.

In 1976, the National Indian Brotherhood sponsored an Indian Control of Indian Education workshop at the Blue Quills School in St. Paul, Alberta. The turn out was very good as exemplified by the 200 delegates representing 20 "Indian-controlled" schools which were in operation at that time. At the recent 1980 Indian Control of Indian Education Conference held in Winnipeg, over 1000 delegates gathered together from approximately 300 communities to address topics related to taking control of Indian education at the reserve and/or community level. From the overwhelming growth in interest and awareness as evidenced in Winnipeg, there is no question in my mind that Indian people are demanding more information and gradually assuming more responsibility in defining the jurisdictional authority for Indian education as outlined in the policy paper.

I believe that the success of the conference is due in large part to the emphasis on community involvement. The conference was structured to enable the participants to spend the majority of their time in small group workshops where each individual had the opportunity to voice his or her own opinions and concerns. The delegates were able to exchange ideas with each other in a relatively easy and relaxed atmosphere with the aid of facilitators whose prime function it was to keep the momentum going.

The evaluation results derived from forms that all delegates were asked to complete and submit illustrate that 95% of the delegates questioned were extremely satisfied by what they had experienced at the conference. Some descriptive words used by them were: "Enlightening! Challenging! An informative learning experience!" Other points addressed were good communications, unity, and, most importantly, the revelation that problems faced by individual communities in assuming control of their education system are common and widespread. The conference offered the participants an opportunity to encourage each other by offering inspiration and providing alternatives. Overall, the delegates appear to have returned home with new contacts, new friends, a feeling of having worked hard to accomplish something during the four-day event, and expectations of great things to follow at the reserve, provincial and national levels.

It is to this follow-up that we must now direct our energies. The conference was but the first important step on a long and arduous journey. The National Indian Brotherhood national office has been busy tying up loose administrative ends, sorting out the endless assortments of papers, reports and data. We are preparing short summaries of all workshop topics that will be distributed with this overview as an interim report. A researcher has been hired to write a comprehensive conference Final Report that will be available September 1, 1980. The NIB/PTO Education Committee met on June 17 - 18, 1980 in Ottawa to develop a comprehensive follow-up work plan for both the national and provincial/Territorial offices. We must continue to plan carefully and strategically. The time, money and effort spent on this conference must result in an unmistakable impact and challenge for change on the bureaucracies that presently impede our progress.

Undoubtedly, we will be expected to host annual conferences on Indian Control of Indian Education, but we must take measures to ensure that they are "work" events and not just social/cultural exchanges. It is with concrete objectives, careful planning, successful execution and strategic follow-up that we will be instrumental in assisting the realization of Indian Control of Indian Education in our communities right across the country.

We appeal to our Indian political leaders - Chiefs, PTO and NIB Executive, Indian members of Parliament - to accept the advice and support the efforts of those involved in the technical aspects of the development of Indian Control of Indian Education. Above all, we ask each individual to seriously consider his or her own role in the follow-up to this important education conference. We must maximize its impact and utilize its findings to bring about changes in the presently inadequate education systems operating on most reserves.

The responsibility is ours - Elders, Chiefs, political leaders, the people - our collective strength, experience and unity of purpose will be our success.

Alayne Bigwin,
Education Director,
National Indian Brotherhood.

July 11, 1980

WHAT IS INDIAN EDUCATION?

- Curriculum must be relevant to local needs.
- To provide a choice - Combine traditional teachings with the best of the modern technological world.
- A learning process that is lifelong - Birth to Death - (cradle to grave).
- Chief and Council, parents, elders must become involved - must make decisions.
- Stronger representation on school boards.
- Survival.
- Community should have control over teacher training and language training.
- Each community must set goals that it wishes its education system to accomplish - something to work toward - then get everyone involved.
- Once you know who you are, you can do anything!
- Community must control own funding - as long as you have to account to DIA for funding, you do not and cannot have total control.
- Indian education is control over the learning environment with a strong emphasis on Indian responsibility.
- Indian education should transmit Indian values - homes, kindergarten through university, choice of career.
- Bring Elders into the schools.

APPENDIX C

SUMMARY OF PERCEPTIONS OF PARTICIPANTS IN THE RECENT 'INDIAN CONTROL
OF INDIAN EDUCATION' CONFERENCE REGARDING QUESTIONS RELATING TO
TEACHER TRAINING AS GATHERED IN WORKSHOP SESSIONS AND RELEASED BY
THE NATIONAL INDIAN BROTHERHOOD JULY 11, 1980.

Summary of Workshop III--Notes from all groups

TEACHER TRAINING

I. What types of teacher training programs do we have now?

1. NITEP--Native Indian Teacher Education Program.
-4 yr. program--B.Ed.--U.B.C. (Vancouver)
2. SFUITEP--Simon Fraser University--2yr. program--
Standard B.C. Teaching Certificate.
3. Teacher Aides-----B.C.
Language Teachers-----B.C.
4. Teacher Training-----Bella Coola, B.C.
5. On-the-job Training-----Kyugnot, B.C.
Workshops-----Kyugnot, B.C.
6. ITEP--Indian Teacher Education Program--Sask. Indian
Federated College--University of Regina, Sask.
7. Bilingual Teaching Program, Saskatoon.
Teacher Aide Training, Saskatoon.
Cultural College, Saskatoon.
Indian Community College, Saskatoon.
8. BUNTEP--Brandon University Northern Teacher Education
Program, University of Brandon, Manitoba.

PENT--Program for Education of Native Teachers, Univer-
sity of Brandon--for training of aides toward Manitoba
teacher certification.
9. IMPACTE--Indian and Metis Program for Careers in Teacher
Education--University of Brandon, Manitoba.
10. Winnipeg Centre Project--University of Manitoba.
Winnipeg, Manitoba.
-for training of native teachers for Inner City schools.
11. University of Manitoba, Faculty of Education.

Summary of Workshop III--Notes from all groups

12. INTEP--Lakehead University, Thunder Bay, Ont.
-2 yr. program --gives basic level 2 certification for Ontario.
13. ITEP--University of Western Ontario, London, Ont.
-1 yr. program --gives basic level 2 certification for province of Ont.
14. B.Ed Program--University of New Brunswick, N.B.
-4 yr. program.
15. Truro Teaching Program (Same as #14)
16. Teachers Aide, N.B.
17. Extension Programs--New York State, U.S.A.
18. Quebec and Yukon Programs reported as inadequate.

II. What type (characteristics/qualities) of teachers do you need in your school?

- teachers who understand Indian students ie. background and culture.
- teachers with a genuine feeling for Indian people.
- teachers who will get involved with children.
- teachers who will visit the Indian community.
- teachers who are not discriminatory or prejudiced.
- teachers who are good disciplinarians.
- teachers who listen to parents and students.
- teachers who are completely bilingual in the children's language and English/French.
- teachers capable of loving Indian children.
- teachers who are competent in all aspects eg. survival in bush, in Indian community.

Summary of Workshop III--Notes from all groups

- teachers who recognize the local Indian School authority and Band employed education workers.
- teachers who recognize potential leadership qualities.
- teachers with counselling ability.
- more teachers of Indian origin to work as teachers and as administrators.

III. What qualifications should teachers have?

- teaching certificate with specific training to teach Indian children.
- University education with cross-cultural course.
- special inservice training.
- training in child development and counselling.
- the above is for both Indian and non-Indian teachers.
- teachers with experience.

Recommendations:

- 1) that teachers have university training which includes classes geared to equip teachers to teach Indian children.
- 2) Total Indian involvement in developing teacher training programs.
- 3) that teachers have full knowledge of community they will teach in.
- 4) Special programs should be established at the local levels in order to qualify para-educators, associate teachers, and teacher aides to become "regular" teachers.

Summary of Workshop III - Notes from all groups

- 5) That the National Indian Brotherhood establish some kind of program to ensure that teachers understand community way of life before applying for a teaching position.
- 6) That teachers hired should have the characteristics to be able to adapt to our values, be fully qualified and be experienced with Indian people.

IV. What kind of teacher training should non-Indian teachers be given?

- total orientation for respective area in which teacher plans to work.
- an understanding of Indian traditions, values, etc.

V. What kind of training should Indian teachers receive?

- workshops to familiarize them with Indian traditional lifestyle.
- university training.
- same basic qualifications as non-Indians.
- competence in Indian world and non-Indian world.

VI. How should the teachers be assessed/evaluated?

- they should be evaluated by Band Councils represented by parents and education personnel.
- involvement with students in their student activities.
- involvement with community.
- meeting of objectives.
- teacher's class control (discipline).
- respect of students
- by the community.

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Author Allison, Derek J.

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Title Final report of the Committee on Native Education to the Dean of the Faculty of Education, the University of Western Ontario.

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ALLISON, Derek J.

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